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ABSTRACT

This document contains data about the results of the Kansas Writing Assessment for 1999. Because administration conditions of the assessment vary widely, the results must be interpreted with caution. Year-to-year state data are considered not comparable, but they are reported in the interests of consistency. Comparisons among districts should not be made on the basis of these results, but year-to-year comparisons may be made for individual buildings if they standardized their local writing assessments. Test results show that students at all grade levels are generally scoring at or slightly above the midpoint on all six traits and the writing composite score. From 15% to 54% of schools are reaching the building-level standard of excellence on each of the traits and the composite score. Almost 50% of the general education/gifted students at grade 5, over 56% of the students at grade 8, and almost 60% of the general education/gifted students at grade 10 are scoring at the Proficient level or above. From one-fifth to one-fourth of the tested students with disabilities are scoring at the proficient level or above, and from one-fifth to one-third of the tested students of limited English proficiency are scoring at the proficient level or above at all three grade levels. Grade 10 students' scores have risen since 1996. Data about test results are presented in a series of tables. Three appendixes contain building frequency distributions, a description of the assessments, and some example items. (Contains 21 tables.) (SLD)

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ED 435 645

Kansas Assessment Program: Results of 1999 Writing Assessment

August, 1999

Kansas State Department of Education
Dr. Andy Tompkins
Commissioner of Education

TM030247

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Part 1:

Overview

Highlights	For more information please see....
• **Administration conditions of the Kansas Writing Assessment vary widely from district to district. Although state estimates are reported, they must be interpreted with extreme caution. Year-to-year state data are considered noncomparable; however, they are reported here in the interest of consistency for the last year of this testing cycle.** **District-to-district comparisons based on writing assessment results SHOULD NOT be made. Year-to-year comparisons may be made for individual buildings ONLY if buildings standardize their local writing assessment from year to year.**	
• Students at all grade levels are generally scoring at or slightly above the midpoint on all six traits and on the Writing Composite Score.	Table 1, page 13
• From approximately 15 to 54 percent of buildings are reaching the building-level Standard of Excellence on each of the six traits and on the Writing Composite Score.	Table 2, page 14
• Almost 50 percent of the general education/ gifted students at Grade 5, over 56 percent of the general education/gifted students at Grade 8, and almost 60 percent of the general education/gifted students at Grade 10 are scoring at the proficient level or above in writing.	Table 3, page 15
• From approximately one-fifth to one-fourth of all tested students with disabilities are scoring at the proficient level or above in writing at all three grade levels.	Table 4, page 16
• From one-fifth to one-third of all tested students with limited English proficiency are scoring at the proficient level or above in writing at all three grade levels.	Table 5, page 17
• Grade 10 students' scores have increased in writing since 1996. No inferences regarding reason for the increase should be made.	Table 1, page 13

Highlights	For more information please see....
• General education/gifted females outscore general education/gifted males on all traits at all grade levels in writing. The same pattern is apparent for Grade 5 students with disabilities. Male and female students with disabilities score similarly at Grades 8 and 10.	Table 7, page 20 Table 8, page 21
• Differences are apparent among ethnic groups for students with disabilities in writing.	Table 11, page 25
• Data disaggregated by socioeconomic status are available for the first time this year in writing. Students who are not eligible for either free or reduced-price lunches do better than students who are eligible. The basic pattern of achievement holds true for both general education/gifted students and for students with disabilities.	Table 12, page 26 Table 13, page 28
• For the first time this year, scores are reported in four different ways for the Kansas Writing Assessment: general education/gifted students only, students with disabilities only, all students, and students with limited English proficiency only.	Table 1, page 13

Part 2: Data

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1999 Writing Assessment Results

IMPORTANT:

Administration conditions of the Kansas Writing Assessment vary widely from district to district. Although state estimates are reported, they must be interpreted with extreme caution. Year-to-year state data are considered noncomparable; however, they are reported here in the interest of consistency for the last year of this testing cycle.

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1999 Estimated State Average (Mean) Writing Trait Scores by Grade Level

Table 1 reports the results of the writing assessment. About two-thirds of the state's 304 public school districts opted to conduct two evaluations (readings of the papers) by local educators. Those districts sent a 10 percent sample of their papers to be read by state-trained readers for state estimates and a reliability check. The remaining districts conducted one evaluation locally and sent all papers to the Center for Educational Testing and Evaluation for one reading by state-trained readers. Estimated mean scores are given for each of the six traits in the Six-Trait Analytic Model. Estimated state means are calculated by weighting district scores according to the percentage of papers sent to the Center for Educational Testing and Evaluation.

Scores are reported in four different ways for the first time this year: 1) general education/gifted students only, 2) students with disabilities only, 3) all students tested, and 4) students with limited English proficiency only. Note that the total number of students for the "All Students" category equals the number of general education/gifted plus the number of students with disabilities. This is because students with limited English proficiency may be either general education/gifted students or students with disabilities. (See Appendix B for description of the model, including an explanation of the traits. Tables A-1 through A-7 in Appendix A contain building average score frequency distributions for the writing assessment.)

The scale points for the Six-Trait Analytic Model are as follows:

Point Level	Identifier	Description
1	Beginning	Searching, exploring, struggling: looking for a sense of purpose or way to begin.
2	Emerging	Moments that trigger reader's/writer's questions --stories/ideas buried within the text.
3	Developing	Writer begins to take control, begins to shape ideas--gaining definite direction, coherence, momentum, sense of purpose.
4	Maturing	More control, writer has confidence to experiment--about a draft away.
5	Strong	Writer in control--skillfully shaping and directing the writing--evidence of fine-tuning.

Students at each grade level are measured against the above criterion (1= Beginning, 2 = Emerging, 3 = Developing, 4 = Maturing, and 5 = Strong). The data show that students are scoring at or slightly above the Developing level on all traits at all grades assessed. Ideas/Content and Voice are generally the most highly rated traits at Grades 8 and 10. Conventions, Voice and Ideas/Content are most highly rated at Grade 5.

The composite score is a weighted average of the six traits and is calculated in the following way:

Score on Ideas and Content x 3
Score on Organization x 3
Score on Voice x 2
Score on Word Choice x 2
Score on Sentence Fluency x 1
Score on Conventions x 1

Total the above and divide by 12.

Table 1

Estimated State Average (Mean) of Writing Trait Scores by Grade Level

	Number of Sampled Papers in 1999	Ideas/Content			Organization			Voice			Word Choice			Sentence Fluency			Conventions			Composite		
		1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999
Grade 5																						
General Education/Gifted*	14532	3.19	3.20	3.28	2.95	2.84	3.10	3.16	2.98	3.25	3.00	3.06	3.18	3.06	2.93	3.18	3.16	3.25	3.25	3.08	3.03	3.20
Students with Disabilities	1255	-	-	2.83	-	-	2.62	-	-	2.86	-	-	2.72	-	-	2.63	-	-	2.72	-	-	2.73
All Students	15787	-	-	3.08	-	-	2.89	-	-	3.08	-	-	2.98	-	-	2.94	-	-	3.02	-	-	2.99
Students with Limited English Proficiency	189	-	-	2.68	-	-	2.18	-	-	2.67	-	-	2.66	-	-	2.17	-	-	2.60	-	-	2.50
Grade 8																						
General Education/Gifted*	12083	3.33	3.45	3.45	3.19	3.28	3.32	3.47	3.49	3.57	3.18	3.20	3.32	3.26	3.27	3.34	3.27	3.32	3.37	3.28	3.35	3.40
Students with Disabilities	996	-	-	2.87	-	-	2.69	-	-	2.97	-	-	2.70	-	-	2.64	-	-	2.51	-	-	2.77
All Students	13079	-	-	3.19	-	-	3.04	-	-	3.30	-	-	3.05	-	-	3.03	-	-	2.99	-	-	3.12
Students with Limited English Proficiency	184	-	-	2.81	-	-	2.58	-	-	2.95	-	-	2.36	-	-	2.45	-	-	2.48	-	-	2.64
Grade 10																						
General Education/Gifted*	11398	3.34	3.46	3.54	3.17	3.33	3.41	3.42	3.55	3.64	3.11	3.30	3.38	3.19	3.40	3.43	3.19	3.35	3.40	3.25	3.40	3.47
Students with Disabilities	759	-	-	2.88	-	-	2.74	-	-	3.05	-	-	2.76	-	-	2.72	-	-	2.66	-	-	2.84
All Students	12157	-	-	3.28	-	-	3.14	-	-	3.41	-	-	3.14	-	-	3.15	-	-	3.11	-	-	3.23
Students with Limited English Proficiency	207	-	-	3.10	-	-	2.68	-	-	3.62	-	-	3.03	-	-	2.95	-	-	2.59	-	-	3.00

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Percent of Buildings Reaching Standards of Excellence in Writing

In 1994 the State Board of Education set building level Standards of Excellence on the Kansas Assessments. These are **not** minimums; these are standards of excellence. The percentage of buildings meeting those Standards in writing is reported in Table 2. The Standard of Excellence for each trait and grade level is noted in parentheses.

Table 2

Percent of Buildings Reaching Standards of Excellence* in Writing

	Ideas and Content			Organization			Voice			Word Choice		
Grade	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999
5	16.8% (3.6)	24.9% (3.6)	28.2% (3.6)	9.7% (3.6)	15.8% (3.6)	17.1% (3.6)	17.2% (3.6)	28.7% (3.6)	30.6% (3.6)	7.9% (3.6)	12.6% (3.6)	16.1% (3.6)
8	14.8% (3.7)	31.9% (3.7)	33.6% (3.7)	11.9% (3.7)	23.6% (3.7)	23.1% (3.7)	27.4% (3.7)	41.7% (3.7)	44.3% (3.7)	8.4% (3.7)	13.1% (3.7)	15.0% (3.7)
10	17.9% (3.7)	33.4% (3.7)	37.5% (3.7)	9.6% (3.7)	22.4% (3.7)	23.9% (3.7)	22.9% (3.7)	48.9% (3.7)	53.7% (3.7)	2.8% (3.7)	14.2% (3.7)	14.9% (3.7)

	Sentence Fluency			Conventions			Composite		
Grade	1996	1998	1999	1996	1998	1999	1996	1998	1999
5	12.1% (3.6)	14.2% (3.6)	17.2% (3.6)	16.8% (3.6)	23.2% (3.6)	24.7% (3.6)	**	17.9% (3.6)	21.1% (3.6)
8	14.2% (3.7)	13.6% (3.7)	16.8% (3.7)	18.7% (3.7)	20.4% (3.7)	20.9% (3.7)	**	22.8% (3.7)	24.5% (3.7)
10	10.6% (3.7)	16.1% (3.7)	17.0% (3.7)	10.1% (3.7)	14.5% (3.7)	18.4% (3.7)	**	24.7% (3.7)	26.1% (3.7)

* The building level standard of excellence is in parentheses.
**The Composite score was not calculated in 1996.

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Number of Students at Performance Levels in Writing

Student-level Standards of Excellence were set by the Kansas State Board of Education in 1997. These are **not** minimums; these are standards of excellence. The percentage of general education/gifted students taking the test who met that standard are reported in Table 3. In 1997 the State Board of Education also set other individual performance levels on the Kansas Assessments. The percentages of general education/gifted students performing in those categories are also listed. The cutpoint for that level is indicated in parentheses. In 1999 only 6.3% of Grade 5 general education/gifted students, 4.1% of Grade 8 general education/gifted students, and 3.1% of Grade 10 general education/gifted students ranked in the "Unsatisfactory" category in writing.

Table 4 reports percentages of all tested students with disabilities performing in each proficiency category. From approximately three-fourth to four-fifths of all tested students with disabilities are ranked at basic or above, with approximately one-fifth of tested students with disabilities in the excellent and proficient categories. Percentages of students with limited English proficiency falling into each performance category are reported in Table 5. By Grade 10, 90 percent of tested students with limited English proficiency are ranked at basic or above.

Table 3

Students at Performance Levels in Writing* for 1998 and 1999

	1998		1999	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Grade 5				
Excellent	2,734	8.5	2,602	7.9
Proficient	12,905	39.9	13,671	41.6
Basic (2.21)	14,588	45.1	14,524	44.2
Unsatisfactory (<2.21)	2,213	6.6	2,086	6.3
Grade 8				
Excellent	3,303	10.0	3,575	10.7
Proficient	15,388	46.5	15,279	45.8
Basic (2.21)	13,149	39.8	13,161	39.4
Unsatisfactory (<2.21)	1,224	3.7	1,355	4.1
Grade 10				
Excellent	3,232	10.6	3,507	11.1
Proficient	15,114	49.3	15,568	49.4
Basic (2.21)	11,321	37.0	11,448	36.3
Unsatisfactory (<2.21)	968	3.2	975	3.1

* The individual student performance level is in parentheses.

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Table 4

Percentage of Students with Disabilities at Performance Levels in Writing*

	Number of Students	Percent of Students
Grade 5		
Excellent (4.40)	68	2.1
Proficient (3.30)	717	21.8
Basic (2.21)	1801	54.9
Unsatisfactory (<2.21)	696	21.2
Grade 8		
Excellent (4.40)	36	1.2
Proficient (3.30)	566	18.2
Basic (2.21)	1733	56.0
Unsatisfactory (<2.21)	762	24.6
Grade 10		
Excellent (4.40)	33	1.6
Proficient (3.30)	453	21.4
Basic (2.21)	1195	56.4
Unsatisfactory (<2.21)	437	20.6

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Table 5

Percentage of Students with Limited English Proficiency at Performance Levels in Writing*

	Number of Students	Percent of Students
Grade 5		
Excellent (4.40)	7	1.2
Proficient (3.30)	113	19.9
Basic (2.21)	332	58.5
Unsatisfactory (<2.21)	116	20.4
Grade 8		
Excellent (4.40)	19	5.5
Proficient (3.30)	100	28.8
Basic (2.21)	170	49.0
Unsatisfactory (<2.21)	58	16.7
Grade 10		
Excellent (4.40)	15	4.1
Proficient (3.30)	116	31.9
Basic (2.21)	198	54.4
Unsatisfactory (<2.21)	35	9.6

* The individual student performance level is in parentheses.

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Writing Assessment Survey Responses -- 1998

The Kansas Writing Assessment is known for its flexibility. Table 6 reflects some of the different conditions under which Kansas districts conducted their assessment. Under the column labeled "100%" are the districts which conducted only one evaluation at the local level, and sent all papers to the state for evaluation. The column labeled "10%" includes those districts which read all papers twice at the local level and sent a 10 percent sample for state estimates. The table illustrates what percentage of districts conducted their assessments under certain listed conditions. Data were obtained from surveys answered by Kansas writing teachers at the time of the Writing Assessment administration.

Table 6
Writing Assessment Survey Responses

Survey Response Item	Percent of Schools at Grade 5		Grade 8		Grade 10	
	100% USDs	10% USDs	100% USDs	10% USDs	100% USDs	10% USDs
Amount of Assessment Time						
1 - 2 days	6.2	15.5	9.5	16.5	14.2	22.3
3 - 5 days	30.2	21.2	38.1	30.1	48.1	39.7
1 - 2 weeks	38.5	28.7	40.4	34.0	24.7	21.0
2 - 3 weeks	12.8	19.5	7.3	11.7	10.6	10.4
a month	3.2	7.4	1.8	4.4	0.9	4.6
more than a month	9.1	7.6	3.0	3.4	1.5	2.0
Number of Revision Activities						
0	5.8	15.4	7.7	15.4	9.7	19.7
1	3.5	4.1	9.0	4.3	15.6	8.6
2	6.2	5.5	7.9	5.6	9.2	11.5
3	26.7	22.0	22.8	23.8	25.3	23.0
4	33.7	32.8	31.1	30.9	28.6	23.6
5	24.1	20.2	21.6	20.0	11.6	13.5
Topic Chosen						
Describe a favorite object	17.5	16.5	7.9	11.0	9.3	11.8
Describe a relative	25.7	27.2	20.0	19.7	12.7	12.6
Persuade a consumer to buy	2.6	3.0	0.1	0.3	0.1	0.1
Persuade a personnel director to hire you for a job	0.0	0.1	1.1	1.1	0.8	0.7
Write about an experience	8.2	7.2	9.2	10.7	15.3	16.9
Solve a problem	1.1	1.0	3.8	2.7	4.5	4.8
Write about a loss	0.7	0.8	10.9	14.6	12.0	9.3
Write an editorial	0.0	0.1	5.5	4.3	5.0	4.9
Choose your own topic	42.1	41.4	38.1	33.7	36.7	33.0
Topic given by school (no choice)	1.9	2.7	3.3	1.9	3.8	5.9
Number of Process Steps Process steps include the following: planning, brainstorming/mapping/webbing, writing a rough draft, sharing your draft to get reactions, revising your rough draft, editing your rough draft, proofing the final copy						
0	2.7	1.8	2.4	4.3	5.4	6.4
1	3.5	2	6.1	4.9	10.3	6
2	2.2	1.5	4.6	2.9	5.4	4.1
3	3.5	2.6	5.3	4.3	9	6.6
4	5.8	4.5	8.1	7.4	11.9	10
5	17.3	13.9	14.5	18.8	17.1	22.1
6	65.1	73.7	59	57.4	41	44.8

* 100% districts conducted only one evaluation at the local level and sent all papers for a state read.
10% districts conducted two assessments at the local level and sent 20% or 25 papers per grade, whichever was greater.

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Performance on Writing Skills by Gender

Writing scores were disaggregated by gender and are reported in Table 7 for general education/gifted students for the 1996, 1998, and 1999 administrations of the Kansas Writing Assessment. Writing was not assessed in 1997. On all traits and at all grade levels, general education/gifted females outscored general education/gifted males on the 1999 Writing Assessment. Scores of both general education/gifted males and females are higher than in 1996, with the exception of Grade 5 females in Organization. Because of the unstandardized character of the writing assessment, no inferences should be made regarding reasons for the higher scores.

Table 8 reports writing scores for students with disabilities for 1999 by gender. Students with disabilities who are female outscore their male counterparts on all traits at Grade 5. Results are very similar for males and females with disabilities on all traits at Grades 8 and 10.

Table 9 shows results for students with limited English proficiency for the Kansas Writing Assessment. In Grades 5 and 10, females outscore males in all cases, with the exception of Grade 5 Ideas and Content. Males tend to outscore females in Grade 8, with the exception of Ideas and Content; however, differences are quite small on some traits.

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Table 7

Performance of General Education/Gifted Students on Writing Skills by Gender for 1996, 1998 and 1999

	Number of Sampled Papers in 1999	Ideas/Content			Organization			Voice			Word Choice			Sentence Fluency			Conventions			Composite		
		1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999
Grade 5																						
Female	7521	3.27	3.24	3.34	3.24	2.87	3.19	3.26	3.04	3.35	3.05	3.13	3.25	3.16	3.04	3.28	3.29	3.30	3.37	--	3.08	3.29
Male	7011	3.10	3.14	3.19	2.86	2.77	3.00	3.06	2.86	3.15	2.94	3.01	3.10	2.96	2.86	3.05	3.02	3.10	3.10	--	2.95	3.10
Grade 8																						
Female	6174	3.42	3.48	3.57	3.30	3.37	3.45	3.61	3.56	3.69	3.24	3.26	3.42	3.37	3.36	3.48	3.42	3.46	3.54	--	3.42	3.52
Male	5909	3.26	3.26	3.33	3.08	3.07	3.19	3.32	3.29	3.44	3.10	3.07	3.21	3.14	3.10	3.22	3.10	3.10	3.23	--	3.16	3.27
Grade 10																						
Female	5866	3.42	3.57	3.62	3.27	3.50	3.51	3.50	3.69	3.75	3.16	3.38	3.45	3.30	3.53	3.54	3.32	3.50	3.55	--	3.53	3.57
Male	5552	3.24	3.34	3.40	3.06	3.15	3.25	3.33	3.43	3.50	3.05	3.20	3.26	3.07	3.24	3.26	3.04	3.16	3.20	--	3.26	3.31

Note: Composite scores were not reported in 1996.

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Table 8

Performance of Students with Disabilities on Writing Skills by Gender for 1999

	Number of Sampled Papers	Ideas/Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Composite
Grade 5								
Female	390	2.91	2.74	2.99	2.79	2.71	2.77	2.84
Male	865	2.75	2.53	2.76	2.70	2.57	2.59	2.64
Grade 8								
Female	284	2.89	2.65	2.91	2.65	2.65	2.59	2.73
Male	712	2.84	2.62	2.94	2.70	2.60	2.47	2.73
Grade 10								
Female	237	2.90	2.73	3.05	2.76	2.67	2.57	2.81
Male	522	2.90	2.71	2.97	2.76	2.72	2.63	2.82

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Table 9

Performance of Students with Limited English Proficiency on Writing Skills by Gender for 1999

	Number of Sampled Papers	Ideas/Content	Organization	Voice	Word Choice	Sentency Fluency	Conventions	Composite
Grade 5								
Female	90	2.63	2.56	2.67	2.65	2.43	2.53	2.60
Male	99	2.69	2.10	2.59	2.53	2.18	2.43	2.43
Grade 8								
Female	99	2.85	2.53	2.92	2.40	2.41	2.36	2.63
Male	85	2.71	2.54	3.07	2.62	2.49	2.58	2.69
Grade 10								
Female	108	3.07	2.72	3.65	2.97	2.89	2.40	2.99
Male	99	2.35	2.24	3.21	2.19	2.29	2.17	2.39

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Performance on Writing Skills by Ethnic Group

Writing data disaggregated by ethnicity are reported for general education/gifted students for 1996, 1998, and 1999 in Table 10. Scores appear stable to slightly higher at all grade levels since 1996. Because of the unstandardized character of the writing assessment, no inferences should be made about score fluctuations.

Table 11 reports data disaggregated by ethnicity for students with disabilities for 1999. Scores of Asians are not reported for Grades 8 and 10 because of the very small numbers. Otherwise, patterns of achievement are similar to those of general education/gifted students.

Table 12 reports data disaggregated by ethnicity for students with limited English proficiency. Neither scores of American Indians nor scores of Blacks could be reported because of the small numbers. Numbers of students in all ethnic categories are small, and inferences should be made with caution.

IMPORTANT:

Administration conditions of the Kansas Writing Assessment vary widely from district to district. Although state estimates are reported, they must be interpreted with extreme caution. Year-to-year state data are considered noncomparable; however, they are reported here in the interest of consistency for the last year of this testing cycle.

District-to-district comparisons based on writing assessment results SHOULD NOT be made. Year-to-year comparisons may be made for individual buildings ONLY if buildings standardize their local writing assessment from year to year.

Table 10

Performance of General Education/Gifted Students on Writing Skills by Ethnic Group for 1996, 1998, and 1999

	Number of Sampled Papers in 1999	Ideas/Content			Organization			Voice			Word Choice			Sentency Fluency			Conventions			Composite		
		1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999	1996	1998	1999
Grade 5																						
American Indian	158	3.16	3.13	3.22	2.71	2.71	3.02	3.09	2.86	3.27	2.79	2.83	3.14	2.89	2.70	3.06	2.89	2.96	3.05	--	2.87	3.14
Asian/Pacific Islander	224	3.21	3.05	3.30	2.94	2.71	3.16	3.09	2.81	3.46	2.89	2.95	3.27	3.09	2.73	3.27	3.34	3.10	3.40	--	2.88	3.29
Black, Not Hispanic	1174	2.82	2.91	3.03	2.59	2.60	2.88	2.94	2.78	3.09	2.69	2.80	3.01	2.61	2.53	2.81	2.65	2.93	2.62	--	2.76	2.94
Hispanic	841	2.89	3.00	3.18	2.66	2.69	2.92	2.84	2.94	3.15	2.67	3.06	3.05	2.70	2.79	2.96	2.78	3.03	3.01	--	2.91	3.05
White, Not Hispanic	11843	3.23	3.21	3.31	3.00	2.85	3.14	3.20	2.96	3.27	3.05	3.06	3.21	3.12	2.94	3.22	3.22	3.26	3.30	--	3.03	3.23
Grade 8																						
American Indian	136	2.98	3.17	3.15	2.85	3.12	2.96	3.31	3.27	3.38	2.88	3.00	2.92	2.78	3.11	2.81	2.86	2.91	2.80	--	3.12	3.02
Asian/Pacific Islander	169	3.33	3.38	3.38	3.22	3.29	3.21	3.56	3.28	3.45	3.19	3.02	3.32	3.11	3.12	3.14	3.17	3.27	3.15	--	3.25	3.27
Black, Not Hispanic	914	2.81	3.13	3.22	2.59	2.85	3.04	3.07	3.30	3.31	2.68	2.88	3.06	2.54	2.95	3.15	2.40	2.78	3.09	--	3.00	3.16
Hispanic	681	3.12	3.20	3.31	2.90	3.04	3.19	3.33	3.38	3.41	2.86	2.99	3.13	2.93	2.97	3.12	2.80	2.92	3.24	--	3.10	3.24
White, Not Hispanic	9877	3.38	3.44	3.48	3.26	3.30	3.35	3.51	3.48	3.60	3.23	3.23	3.36	3.33	3.29	3.38	3.36	3.36	3.41	--	3.36	3.43
Grade 10																						
American Indian	112	3.06	3.48	3.39	2.97	3.32	3.24	3.11	3.42	3.68	2.86	3.03	3.21	2.86	3.21	3.24	2.72	2.92	3.06	--	3.28	3.35
Asian/Pacific Islander	152	3.47	3.59	3.68	3.20	3.46	3.42	3.64	3.56	3.60	3.37	3.41	3.40	3.51	3.37	3.51	3.45	3.30	3.42	--	3.48	3.53
Black, Not Hispanic	857	2.84	3.17	2.98	2.72	2.97	2.73	3.03	3.39	3.23	2.92	3.07	2.92	2.77	2.89	2.81	2.79	2.92	2.68	--	3.10	2.92
Hispanic	524	3.11	3.60	3.30	2.84	3.22	3.17	3.21	3.57	3.47	2.85	3.25	3.11	2.88	3.30	3.16	2.92	3.19	3.07	--	3.38	3.22
White, Not Hispanic	9437	3.38	3.47	3.56	3.22	3.35	3.43	3.45	3.57	3.65	3.13	3.31	3.40	3.23	3.42	3.45	3.23	3.37	3.43	--	3.42	3.49

Note: Composite scores were not reported in 1996.

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Table 11

Performance of Students with Disabilities on Writing Skills by Ethnic Group for 1999

	Number of Sampled Papers	Ideas/Content	Organization	Voice	Word Choice	Setence Fluency	Conventions	Composite
Grade 5								
American Indian	25	2.57	2.18	2.61	2.50	2.32	2.27	2.38
Asian/Pacific Islander	14	2.73	2.20	2.40	2.52	2.07	2.30	2.42
Black, Not Hispanic	116	2.55	2.42	2.58/	2.65	2.53	2.49	2.51
Hispanic	63	2.49	2.14	2.41	2.33	2.14	2.12	2.28
White, Not Hispanic	1007	2.86	2.65	2.89	2.76	2.66	2.74	2.76
Grade 8								
American Indian	18	2.67	2.50	2.89	2.69	2.37	2.34	2.69
Asian/Pacific Islander	5	--	--	--	--	--	--	--
Black, Not Hispanic	131	2.51	2.17	2.67	2.36	2.15	2.15	2.37
Hispanic	56	2.59	2.50	2.83	2.43	2.51	2.04	2.53
White, Not Hispanic	770	2.87	2.67	2.96	2.70	2.62	2.51	2.76
Grade 10								
American Indian	9	2.53	2.27	2.63	2.53	2.30	2.39	2.54
Asian/Pacific Islander	5	--	--	--	--	--	--	--
Black, Not Hispanic	93	2.48	2.30	3.03	2.58	2.30	2.27	2.51
Hispanic	30	2.20	2.01	2.57	2.13	2.17	1.92	2.40
White, Not Hispanic	597	2.93	2.79	3.04	2.79	2.76	2.68	2.85

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Table 12

Performance of Students with Limited English Proficiency on Writing Skills by Ethnic Group for 1999

	Number of Sampled Papers	Ideas/Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Composite
Grade 5								
American Indian	0	-	-	-	-	-	-	-
Asian/Pacific Islander	36	2.65	2.04	2.26	2.20	1.81	1.87	2.22
Black, Not Hispanic	1	-	-	-	-	-	-	-
Hispanic	121	2.71	2.20	2.70	2.68	2.18	2.64	2.52
White, Not Hispanic	34	2.66	2.13	2.55	2.49	2.43	2.56	2.43
Grade 8								
American Indian	1	-	-	-	-	-	-	-
Asian/Pacific Islander	19	2.48	2.45	2.72	2.38	2.09	2.23	2.44
Black, Not Hispanic	6	-	-	-	-	-	-	-
Hispanic	57	2.84	2.49	2.84	2.23	2.31	2.31	2.56
White, Not Hispanic	100	3.04	3.31	3.60	3.23	3.21	3.22	3.26
Grade 10								
American Indian	3	-	-	-	-	-	-	-
Asian/Pacific Islander	21	3.10	2.22	3.18	3.00	2.23	2.09	2.72
Black, Not Hispanic	7	-	-	-	-	-	-	-
Hispanic	44	2.80	2.57	3.55	2.42	2.49	2.29	2.69
White, Not Hispanic	129	2.13	2.06	2.22	2.14	2.14	2.14	2.13

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Performance on Writing Skills by Socioeconomic Status

Writing data disaggregated by socioeconomic status are available for the first time this year. Scores of general education/gifted students disaggregated by socioeconomic status are reported in Table 13. Students who are not eligible for free or reduced-price lunches outscore students who receive reduced-price and free lunches in every instance.

Scores of students with disabilities, reported in Table 14, show exactly the same pattern in Grades 5 and 10. In Grade 7, scores of students with disabilities who are eligible for reduced-price lunches score as high or almost as high as students who are not eligible for either free or reduced-price lunches.

Table 15 reports scores for students with limited English proficiency disaggregated by socioeconomic status. The conventional pattern of achievement holds for Grade 8 and generally for Grade 10; however, in Grade 5, students with limited English proficiency who are not eligible for either free or reduced-price lunches score the least well of all three groups. As always, because of small numbers of students, results must be interpreted with caution.

Table 13

1999 Performance of General Education/Gifted Students on Writing Skills by Socioeconomic Status

Lunch Program*	Number of Sampled Papers	Ideas/Content	Organization	Voice	Word Choice	Setence Fluency	Conventions	Composite
Grade 5								
Free	3140	3.12	2.90	3.10	3.02	2.96	3.04	3.02
Reduced	1352	3.18	2.97	3.19	3.07	3.05	3.09	3.09
Free and Reduced	4492	3.15	2.93	3.14	3.04	3.00	3.06	3.05
Neither	10099	3.32	3.15	3.30	3.23	3.24	3.30	3.25
Grade 8								
Free	2210	3.21	3.04	3.34	3.06	3.03	3.04	3.13
Reduced	993	3.36	3.18	3.55	3.25	3.18	3.22	3.30
Free and Reduced	3203	3.28	3.11	3.44	3.15	3.10	3.12	3.21
Neither	8947	3.50	3.39	3.61	3.38	3.41	3.44	3.45
Grade 10								
Free	1562	3.31	3.19	3.49	3.18	3.23	3.11	3.25
Reduced	790	3.45	3.30	3.59	3.24	3.25	3.21	3.38
Free and Reduced	2352	3.38	3.24	3.54	3.21	3.24	3.16	3.31
Neither	9143	3.57	3.44	3.66	3.41	3.46	3.45	3.50

* Free and reduced-price lunch is the proxy variable for socioeconomic status in Kansas.

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Table 14

1999 Performance of Students with Disabilities on Writing Skills by Socioeconomic Status

Lunch Program*	Number of Sampled Papers	Ideas/Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Composite
Grade 5								
Free	479	2.70	2.50	2.78	2.70	2.52	2.63	2.68
Reduced	156	2.86	2.63	2.84	2.74	2.39	2.52	2.70
Free and Reduced	635	2.76	2.55	2.80	2.71	2.47	2.59	2.69
Neither	625	2.97	2.78	2.97	2.82	2.79	2.70	2.85
Grade 8								
Free	368	2.72	2.46	2.70	2.57	2.42	2.37	2.55
Reduced	112	2.90	2.76	2.94	2.82	2.79	2.71	2.83
Free and Reduced	480	2.77	2.54	2.76	2.64	2.52	2.46	2.63
Neither	521	2.96	2.71	3.07	2.75	2.73	2.53	2.82
Grade 10								
Free	219	2.63	2.43	2.87	2.56	2.45	2.33	2.66
Reduced	73	2.84	2.62	3.00	2.70	2.54	2.49	2.69
Free and Reduced	292	2.69	2.48	2.91	2.60	2.48	2.37	2.67
Neither	469	2.92	2.77	3.04	2.77	2.76	2.69	2.86

* Free and reduced-price lunch is the proxy variable for socioeconomic status in Kansas.

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Table 15

1999 Performance of Students with Limited English Proficiency on Writing Skills by Socioeconomic Status

Lunch Program*	Number of Sampled Papers	Ideas/Content	Organization	Voice	Word Choice	Setence Fluency	Conventions	Composite
Grade 5								
Free	133	2.61	2.37	2.60	2.59	2.30	2.43	2.50
Reduced	12	2.84	2.15	2.88	2.83	2.33	2.83	2.61
Free and Reduced	145	2.65	2.33	2.65	2.64	2.31	2.51	2.52
Neither	47	2.49	2.11	2.06	2.36	2.07	2.29	2.25
Grade 8								
Free	73	2.64	2.41	2.75	2.37	2.16	2.20	2.48
Reduced	18	2.84	2.73	3.16	2.70	2.81	2.72	2.80
Free and Reduced	91	2.66	2.44	2.80	2.40	2.23	2.26	2.51
Neither	93	2.71	2.82	3.17	2.96	2.79	2.91	2.88
Grade 10								
Free	54	2.98	2.58	3.57	2.75	2.69	2.52	2.88
Reduced	22	2.96	2.79	3.33	2.93	2.66	2.72	2.93
Free and Reduced	76	2.97	2.59	3.56	2.76	2.69	2.53	2.88
Neither	131	3.34	2.89	3.73	3.53	3.44	2.81	3.26

* Free and reduced-price lunch is the proxy variable for socioeconomic status in Kansas.

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Appendix A

Building Frequency Distributions

Table A-1

Writing Assessment Scores Building Frequency Distributions

Ideas/Content

	Grade 5		Grade 8		Grade 10	
Range	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent
4.00 +	5.1	5.1	9.7	9.7	10.4	10.4
3.80 - 3.99	8.0	13.2	15.2	24.9	14.4	24.7
3.60 - 3.79	15.0	28.2	17.8	42.7	27.1	51.9
3.40 - 3.59	20.5	48.7	22.7	65.4	26.6	78.5
3.20 - 3.39	23.1	71.7	18.2	83.6	12.0	90.4
3.00 - 3.19	12.7	84.4	11.3	94.9	6.4	96.8
2.80 - 2.99	9.5	93.9	3.0	98.0	1.3	98.1
2.60 - 2.79	4.8	98.7	1.4	99.4	1.3	99.5
2.40 - 2.59	0.9	99.7	0.4	99.8	0.3	99.7
2.20 - 2.39	0.1	99.8	0.0	99.8	0.3	100.0
2.20 or less	0.2	100.0	0.2	100.0	0.0	100.0

Table A-2

Writing Assessment Scores Building Frequency Distributions

Organization

	Grade 5		Grade 8		Grade 10	
Range	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent
4.00 +	3.8	3.8	4.9	4.9	5.9	5.9
3.80 - 3.99	4.2	8.0	9.3	14.2	10.6	16.5
3.60 - 3.79	9.1	17.1	18.4	32.6	17.0	33.5
3.40 - 3.59	15.6	32.7	22.5	55.1	28.5	62.0
3.20 - 3.39	20.7	53.4	18.0	73.1	21.0	83.0
3.00 - 3.19	19.7	73.1	16.0	89.1	10.6	93.6
2.80 - 2.99	12.3	85.4	6.5	95.5	3.5	97.1
2.60 - 2.79	7.8	93.2	2.6	98.2	1.3	98.4
2.40 - 2.59	4.9	98.1	1.4	99.6	1.1	99.5
2.20 - 2.39	1.4	99.5	0.2	99.8	0.5	100.0
2.20 or less	0.5	100.0	0.2	100.0	0.0	100.0

Table A-3

Writing Assessment Scores Building Frequency Distributions

Voice

	Grade 5		Grade 8		Grade 10	
Range	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent
4.00 +	7.1	7.1	14.8	14.8	17.6	17.6
3.80 - 3.99	9.1	16.2	16.4	31.2	21.3	38.8
3.60 - 3.79	14.4	30.6	23.1	54.3	27.4	66.2
3.40 - 3.59	21.4	52.0	20.0	74.3	20.2	86.4
3.20 - 3.39	19.8	71.8	13.6	87.9	7.4	93.9
3.00 - 3.19	14.0	85.8	8.5	96.4	3.7	97.6
2.80 - 2.99	8.7	94.5	2.4	98.8	1.3	98.9
2.60 - 2.79	3.6	98.1	0.8	99.6	1.1	100.0
2.40 - 2.59	1.3	99.4	0.2	99.8	0.0	100.0
2.20 - 2.39	0.5	99.9	0.0	99.8	0.0	100.0
2.20 or less	0.1	100.0	0.2	100.0	0.0	100.0

Table A-4

Writing Assessment Scores Building Frequency Distributions

Word Choice

	Grade 5		Grade 8		Grade 10	
Range	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent
4.00 +	2.2	2.2	3.8	3.8	2.9	2.9
3.80 - 3.99	4.4	6.6	4.9	8.7	5.3	8.2
3.60 - 3.79	9.4	16.1	14.4	23.1	14.6	22.9
3.40 - 3.59	15.3	31.3	20.4	43.5	26.3	49.2
3.20 - 3.39	23.3	54.6	25.5	69.0	23.9	73.1
3.00 - 3.19	23.1	77.6	19.0	88.1	18.1	91.2
2.80 - 2.99	12.6	90.2	8.3	96.4	5.3	96.5
2.60 - 2.79	6.8	97.0	2.2	98.6	2.7	99.2
2.40 - 2.59	2.2	99.2	0.8	99.4	0.5	99.7
2.20 - 2.39	0.6	99.8	0.4	99.8	0.3	100.0
2.20 or less	0.2	100.0	0.2	100.0	0.0	100.0

Table A-5

Writing Assessment Scores Building Frequency Distributions

Sentence Fluency

	Grade 5		Grade 8		Grade 10	
Range	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent
4.00 +	3.5	3.5	4.0	4.0	3.5	3.5
3.80 - 3.99	4.8	8.3	7.3	11.3	6.4	9.8
3.60 - 3.79	9.0	17.2	14.2	25.5	16.0	25.8
3.40 - 3.59	15.0	32.2	20.4	46.0	23.7	49.5
3.20 - 3.39	19.4	51.7	22.7	68.6	20.7	70.2
3.00 - 3.19	21.4	73.1	15.2	83.8	19.1	89.4
2.80 - 2.99	12.6	85.7	10.9	94.7	6.9	96.3
2.60 - 2.79	8.8	94.5	3.6	98.4	1.6	97.9
2.40 - 2.59	4.0	98.5	0.6	99.0	1.3	99.2
2.20 - 2.39	0.8	99.3	0.8	99.8	0.8	100.0
2.20 or less	0.7	100.0	0.2	100.0	0.0	100.0

Table A-6

Writing Assessment Scores Building Frequency Distributions

Conventions

	Grade 5		Grade 8		Grade 10	
Range	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent	Percent at this Range	Cumulative Percent
4.00 +	6.1	6.1	6.9	6.9	3.7	3.7
3.80 - 3.99	6.9	12.9	7.7	14.6	7.7	11.4
3.60 - 3.79	11.8	24.7	13.4	27.9	15.2	26.6
3.40 - 3.59	15.6	40.3	18.0	46.0	21.3	47.9
3.20 - 3.39	16.8	57.0	20.9	66.8	17.3	65.2
3.00 - 3.19	17.2	74.3	15.4	82.2	17.8	83.0
2.80 - 2.99	12.0	86.3	8.9	91.1	10.9	93.9
2.60 - 2.79	7.8	94.1	7.1	98.2	3.5	97.3
2.40 - 2.59	4.2	98.3	0.8	99.0	1.3	98.7
2.20 - 2.39	0.6	98.8	0.6	99.6	0.8	99.5
2.20 or less	1.2	100.0	0.4	100.0	0.5	100.0

Appendix B

Assessment Description

Description of Writing Model

The Six-Trait Analytic Model * was the approach chosen to structure the 1999 Kansas Writing Assessment. It is a model for instruction as well as a means of discovering information about student performance. The language of the traits is familiar to teachers of composition, who make it familiar to their students. Thus, the discussion about learning to write that Kansas teachers have been conducting for a number of years has been enlarged. The developmental approach of this model characterizing performance in the traits as emerging, developing, and maturing is consistent with current thinking and practice. While it is not the only model of writing assessment, its flexibility and acceptability make it appropriate for Kansas. Following is an explanation of the developmental continuum of writing of the six-trait system.

1.	Beginning	Searching, exploring, struggling: looking for a sense of purpose or way to begin.
2.	Emerging	Moments that trigger reader's /writer's questions-stories/ideas buried within the text.
3.	Developing	Writer begins to take control, begins to shape ideas-gaining definite direction, coherence, momentum, sense of purpose.
4.	Maturing	More control, writer has confidence to experiment-about a draft away.
5.	Strong	Writer in control-skillfully shaping and directing the writing-evidence of fine-tuning.

The six traits rated on this developmental continuum are described below:

1. **Ideas and Content**: The writing should be focused and clear. it should have a controlling idea and enough detail. The writer should be selective and show insight. She/he should write from experience. There should be evidence of integrity (wholeness) in the writing.

2. **Organization**: Writing should open with a real lead. There should be effective sequencing and good pacing as well as smooth transitions. The writing should build to a high point and end with a sense of resolution.

3. **Voice**: The writing should give the sense of the person behind the words and facilitate a writer-reader interaction. There should be evidence of audience awareness, commitment, involvement, and conviction. The text should be lively, personal, individual, and expressive.

4. **Word Choice**: The writer should show evidence of a strong vocabulary. Writing should be natural, with energetic verbs and precise nouns and modifiers. The writing should have some "ah-that was good!" moments.

5. **Sentence Fluency**: Writing should have a rhythmic sound. It should be natural and easy-on-the-ear. The phrasing should be poetic or musical, making it easy to read aloud. Sentences should be powerful, clear, and graceful with a variety in length and structure.

6. **Conventions**: There should be appropriate spelling, punctuation, grammar, and capitalization. There should be consistency. Punctuation should harmonize with sentence structure, and indenting should harmonize with organization.

Some districts conducted one evaluation (reading of the paper) locally and then sent all papers to the Center for Educational Testing and Evaluation for one reading by state-trained readers. Other districts opted to conduct two evaluations by local raters and then were required to send in only a 10 percent sample of papers to be read by state-trained readers for state estimates. State-trained readers received intensive training in scoring by staff from the Center for Educational Testing and Evaluation. Student papers were then read by these trained readers.

The subjectivity of grading students' writing was handled by a technique entitled "group reading." A group of readers or raters assembled in teams around tables, each with a leader who is experienced in the technique. The entire group had agreed to the standards, so sample papers, which included all possible scores, were distributed to the group to read.

This activity is the most important of the group reading process and took much of the time allotted for marking the students' papers. The process was strenuous, but extremely valuable because it allows teachers to see clearly what should be rewarded in writing and to reconcile their own value system with that of the larger group. Group reading increased the objectivity of rating students' writing and the reliability of an assessment scored by people.

* This model was developed and popularized by the Northwest Regional Educational Laboratory, Portland, Oregon.

Appendix C

Exemplar Item

Writing Assessment Exemplar Item

MIDDLE/JUNIOR HIGH

ACTIVITY 1: TOPIC INTRODUCTION AND PLANNING

Directions: The topic on which you will write is given in the box below. Read it first. Then, read the article "Sloppy Clothes, Sloppy Minds?" that follows. After reading the article, think about and plan what you want to write. You are free to talk over the topic and your ideas with your teacher, friends and family before you write your draft copy.

WRITING TOPIC
According to the article, "Sloppy Clothes, Sloppy Minds?" adults and teenagers often disagree about dress styles. Do you think clothes and jewelry really make a difference? Explain the reasons why students select particular styles of clothing and jewelry. Identify which of these styles are controversial and discuss why they may be so.

Sloppy Clothes, Sloppy Minds by Mario Ruiz/PEOPLE Weekly (c) 1989 The Time, Inc. Magazine Company was the selection for the writing prompt.

Directions: Now that you have read the article, reread the writing topic on page 2. Spend some time thinking about what you will write. As you plan, you may use the **Topic Introduction and Planning Form** to write down your ideas. The form is on the last two pages of this booklet. You may refer to the article when needed as you plan and write. Remember, you may discuss the topic and your ideas with your teacher, friends and family before you write your first draft.

Writing Exemplar Item, Grade 7

MIDDLE/JUNIOR HIGH

1994 KANSAS WRITING ASSESSMENT
TOPIC INTRODUCTION AND PLANNING FORM

Name _____ School District_____
(Last) (First) (MI)

School Building_____ Grade _____

WRITING TOPIC

According to the article, "Sloppy Clothes, Sloppy Minds?" adults and teenagers often disagree about dress styles.

Do you think clothes and jewelry really make a difference? Explain the reasons why students select particular styles of clothing and jewelry. Identify which of these styles are controversial and discuss why they may be so.

PLANNING

Use the space below and on the back to make notes, outline your paper, make a web or map of your ideas or make lists of key words. Use the methods that work best for you.

Writing Exemplar Item, Grade 7 (cont.)

ACTIVITY 2: WRITING THE ROUGH DRAFT

Directions: You are going to write your rough draft on the topic. If you wrote down ideas on the planning pages, you may review them and add to them if you wish. Use your notes to help write your rough draft.

Write this draft in **pencil** using the paper in the **ROUGH DRAFT, REVISION AND EDIT BOOKLET**. Write on **EVERY OTHER LINE OF THE PAPER, SO THAT YOU HAVE ROOM TO REVISE YOUR WORK LATER**. You may print or use cursive writing.

In writing your drafts, revising your writing and making a final copy, you may use a dictionary, a thesaurus or other aids that your teacher makes available. Only the final copy of your paper will be graded. As you write your rough draft, review the Scoring Guide on page 1. Use it as a checklist as you write.

ACTIVITY 3: REVISING AND EDITING THE ROUGH DRAFT

Directions: For the third activity you will revise and edit your rough draft. You may use a dictionary or thesaurus. **You are to use a pen or pencil with colored lead.**

Revise your rough draft if you need to. You may change, or rearrange paragraphs and sentences, or rewrite entire sections. You may revise your draft in the space that remains in your Rough Draft Booklet or use your own paper.

Make as many changes or corrections on your rough draft as you wish. In thinking about how you might review your rough draft, it may be helpful to consider the following.

- What did you set out to do in your first draft?
- Imagine yourself as the reader. As a reader, how do you respond to the draft you wrote? What worked well? What do you want to know more about?
- What do you need to do to improve the idea or the approach you took on your first draft?

Edit your rough draft for punctuation, capitalization, word usage and spelling. Do not erase words or sentences when making your edits. Cross out words you do not want and write the new words on the line above those crossed out. Any changes should be done with the colored pencil or pen.

Remember to review and consider the Scoring Guide on page 1 when planning your revisions and edits.

ACTIVITY 4: RECOPYING AND PROOFREADING THE FINAL COPY

Directions: Use a blue or black ink **PEN**, not a pencil, to copy your final draft into **the FINAL COPY BOOKLET**. Write **ON EVERY LINE** for this final copy. You have four pages of lined paper in the FINAL COPY BOOKLET. If you need more paper than is provided, use your own. Put your name on each page and staple the paper to your booklet.

As you are recopying, make any final changes that you wish. You may cross out or add words on the final copy. However, you should NOT be adding much new writing to this draft. You are copying what you have already written. **Before turning in your final copy, read and check it one last time!**

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* This model was developed and popularized by Northwest Regional Educational Laboratory, Portland, Oregon.

Kansas State Board of Education
Adopted 2/99

Education Priorities for a New Century

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the supervision of all state educational institutions under its jurisdiction.

With this in mind the Board has adopted the following mission:

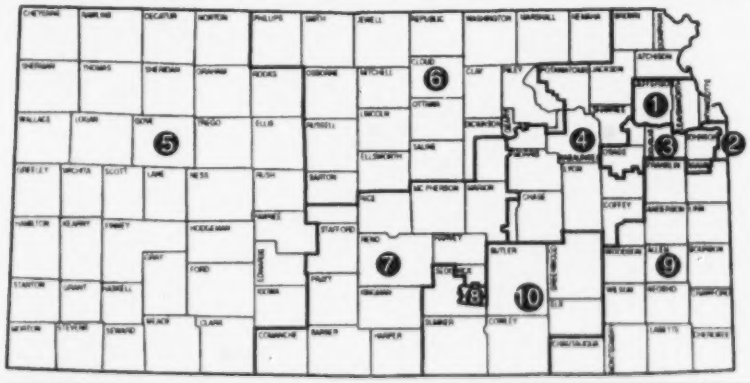
The Kansas State Board of Education promotes student academic achievement by providing educational vision, leadership, opportunity, accountability, and advocacy for all.

The Board believes that focusing on this mission will lead to an educational system which is embodied in the following vision statement:

Schools will work with families and communities to prepare each student with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our changing society.

To this end the State Board has established the following priorities to guide its work to begin a new century:

- **Improve teaching in Kansas schools utilizing performance measurement for teachers and creative approaches to effective teacher recruitment, preparation, and development.**
- **Raise the achievement of students with an emphasis on low achievers to acquire basic academic skills.**
- **Continuously improve state curriculum standards and assessments.**
- **Address the needs created by changing enrollment trends.**
- **Ensure that students read at the appropriate level, including diagnosis of skills and the use of effective interventions.**
- **Ready children to learn by supporting families with quality early childhood and primary programs.**



Kansas State Board of Education
Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-1182

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An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of sex, race, color, national origin, disability, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Department's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (785) 296-3867, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

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